

Quy Thuan

English Language Teaching and Applied Linguistics MA

CLASSROOM MANAGEMENT

HUYNH THI QUY THUAN

CLASSROOM MANAGEMENT

- The way a teacher utilizes to “manage students’ learning by organizing and controlling what happens in classroom” (Scrivener 2012:13)
- Things a teacher does to organize students, space, time and materials with the aim of supporting students’ learning (Wong 2009)
- The way a teacher creates a positive environment to encourage students’ interaction and their involvement in learning (Burden 2004)

DIFFERENT STUDENT GROUPINGS (Harmer 2007)

Whole class

- It is ideal for controlled practice (e.g. repetition, drilling)
- It helps students feel they are part of a team
- However, it might discourage individual contribution and reflection

Pairwork and groupwork

- They help facilitate cooperative activity (e.g. discussion, role play)
- Students are provided with the opportunity to interact and work together to complete the task
- Pairwork and groupwork help increase independent learning. (e.g. students can freely choose what language used to complete a certain task)
- Teacher has the chance to supervise particular students who need help
- Nevertheless, in some situations, students may not like the students they are grouped or paired with. Some students might feel uncomfortable without teacher’s constant help. The contribution of each member in a team might not be equal

Solo work

- Students are allowed to work at their own speed and are given more time to think and reflect individually

TEACHER’S VOICE

Audibility

Variety

Teachers need to be audible so that both students at the front and at the back of the classroom can hear

Teachers should vary their voices’ quality according to different kinds of lessons and different kinds of activities

USING THE L1

For students who learn English as a second language, it is very important to create an English environment where English is used as much as possible. However, for teacher and students who share the same L1, it is not necessary to completely abandon L1 since it could be an enabling tool supporting both teacher and students. For example, L1 could be utilized to give a complicated instruction or to assist weaker students who need individual help or encouragement. Nevertheless, teachers need to carefully consider when L1 should be used to maintain an English environment where English should be predominant in an English lesson (Harmer 2007).

TEACHER ROLES

A teacher plays different roles at different stages of a lesson. Specifically, the teacher is a ... (Spratt, Pulverness and Williams 2001)

- Planner who prepares, designs and adapts materials
- Manager who organizes learning space and sets up rules to ensure that everything in classroom runs smoothly
- Mentor who moves around the classroom, checks students’ learning as well as gives students assistance as necessary
- Facilitator who assists students in accessing resources and develops learner autonomy
- Language resource who provides learners with advice about language
- Diagnostician who works out the reasons of students’ trouble
- Assessor who evaluates learners’ language level through informal and formal assessment
- Rapport builder who tries to build good relationship with and among students

PROS AND CONS OF DIFFERENT CLASSROOM LAYOUTS (Harmer 2007)

Layouts	Pros	Cons
Orderly rows 	It provides clear view for both teacher and students This layout is ideal for activities like teaching grammar points, watching DVD, giving exam, PowerPoint presentation, etc.	It is not student-centred It might lead to the danger of students’ boredom as well as the lack of students’ engagement (Scrivener 2012:13)
Horseshoe 	This layout is ideally suited for kinesthetic activities Teacher can easily assist students who are in need	It could only be organized in spacious classroom with a small number of students
Separate tables 	It is helpful in mixed-ability classes It is specifically great for building teamwork, discussion activities and doing projects	It can be noisy Not all students in small groups contribute equally
Circle 	It is best for creating the feeling of equality and helps lower the barriers between teacher and students It is ideal for icebreakers	It is quite limited for organizing discussion activity Shy students might feel insecure (Teachings in Education 2018)

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